



# Army Quality Assurance Program

**Maneuver Support Center of Excellence;  
MSCoE Noncommissioned Officer Academy;  
Chemical, Biological, Radiological and Nuclear  
School;  
Engineer School and  
Military Police School  
Accreditation Out-Brief**

**By  
"VICTORY THROUGH EXCELLENCE"  
TRADOC Accreditation Team**

**19 July**


**2013**  
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**Victory Through Excellence**




# Purpose

**To give MSCoE and subordinate schools senior leadership, staff and faculty the TRADOC Accreditation  Team's initial impressions from evaluation of Army Enterprise Accreditation Standards.**




# Agenda

- **Opening Remarks**
  - **MSCoE Deputy CG**
  - **Acting Director, TRADOC QAO**
- **Accreditation Evaluation  Observations and Higher Headquarters Issues (HHIs)**
- **Closing Remarks**
  - **Acting Director, TRADOC QAO**
  - **TRADOC Deputy Chief of Staff**
  - **MSCoE Deputy CG**






# Commander's Intent

- **Establish quality and standardized baseline training and institutional leader development across the Army**
- **Establish each CoE/school as a “Learning Organization” - foster  a culture of continuous improvement**
- **Provide QA feedback and support to institution commanders and stakeholders**
- **Identify, raise, assist, track and resolve issues**

# Accreditation Concept of Operations

## **MSCoE and subordinate schools visit---**

- TRADOC Team accreditation evaluation using Army Enterprise Accreditation Standards (AEAS) to measure core functions
- Sampling of courses - - - snapshot in time 
- Collection and triangulation of data against AEAS
- Initial impressions (out-brief to institution)
- TRADOC QAO staffs draft report with center/school for 21-day review
- Resolve reclama issues; CoS/Director approvals
- Forward CG, TRADOC-approved MScOE and subordinate schools reports/certificates



# Army Enterprise Accreditation Standards (AEAS)

## AEAS 1-28



**AEAS-27: Staff Development: Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).**

**Briefer:** Tom Daley

**Organization:** CAC-ATSC-SFD

## **Sustain**

- Use of technology supporting the training and education processes (MSCoE, NCOA)
- Comprehensive instructor screening process (MP, NCOA)
- ALM awareness and implementation (ALL)

**Improve** - Distribution of instructor/writer positions throughout the CoE


**HHI** - None

# **AEAS-1: QA Program: Institution has an effective Quality Assurance Program that empowers the institution to perform its mission and to become a “Learning Organization.”**

**Briefer:** Chris Rader

**Organization:** TRADOC QAO

## **Sustain**

- Positioning of QAO/QAE's as special staff with direct access to senior leadership
- Execution of RC accreditation mission
- Course EoCC's and feedback  via lessons learned personnel

## **Improve**

- Use of QA authorizations within QAO/QAE's
- Use of Master Evaluation Plan
- Course evaluations (internal evaluations) and reports to senior leadership and stakeholders

**HHI** - QAO requirements/authorizations/mission/functions

**AEAS-2: Mission and Functions: Institution empowers its subordinate organizations/units to be effective via published policy and guidance concerning its missions, functions, programs, and processes.**

**Briefer:** Chris Rader (for Sharon Embry)

**Organization:** TRADOC QAO

**Sustain**

- MSCoE 10-1, 2009 (although out-dated) (ALL)
- Central location for information (SharePoint/local drive)
- Tracking system for command-directed training



### **Improve**

- Update and finalize draft MSCoE 10-1 (ALL)
- Dissemination of information at all levels


**HHI** - None

**AEAS-12: Test Control: Institution administers, controls, and negates or investigates compromise of all tests and test materials in accordance with regulatory guidance.**

**Briefer:** Chris Rader (for Sharon Embry)

**Organization:** TRADOC QAO

**Sustain**

- Test control consolidation at center level (CBRN/EN/MP/NCOA)
- HAZMAT and 1<sup>st</sup> EN Bde (AIT) have separate test control procedures
- Comprehensive Test Control  SOP, knowledgeable personnel
- TCO/ATCO on written appointment orders

**Improve** - Ensure appropriate marking “Sensitive in Nature” or similar


**HHI** - None

## **AEAS-3: Military Personnel: Institution properly utilizes its military personnel resources.**

**Briefer:** CPT Raphael

**Organization:** TRADOC G-1/4 AG

### **Sustain**

- Leadership engaged with Branch proponents regarding quality of instructors placed on platforms at CCC and BOLC-B. Continue to manage personnel IAW TRADOC manning priorities 
- Command and G1 ensure the right balance of quality and quantity despite POI and FY14 TDA changes
- G1/S1s very involved in Commander's Unit Status Report, continue to identify critical military shortages and impact, and report when able to accomplish mission

**Improve** - None

**HHI** - None

**AEAS-4: Instructional Equipment: Institution ensures that all equipment requirements for safe realistic training are documented and available.**

**Briefer:** Chris Rader (for Priscilla Gilliam)  
TRADOC G-1/4 LOG

**Organization:**

**Sustain**

- Coordination with TRADOC LOG Staff on equipment modernization and equipment shortages (ALL)
- 4610-Rs reflect accurate TDA requirements with proper justifications for FY14 TDA (ALL)
- Identification of critical shortages in training equipment requirements (ALL)
- Logistics support to Fort Lewis and Fort Campbell NCOAs (MSCoE)

**Improve**

- Validation of equipment requirements and authorizations to ensure equipment is properly documented on the TDA (MSCoE)
- Ensure critical equipment is on hand or on order (CBRN)


**HHI** - None

**AEAS-5: Civilian Personnel: Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.**

**Briefer:** Chris Rader (for Lisa Mitchell)  
TRADOC G-1/4 CHRD

**Organization:**

**Sustain**

- Adherence to and promotion of published hiring, sustainment and awards (3Rs/SQA) policies
- Efforts to ensure all employees have current and meaningful IDPs in place 
- Army CES and SDC requirements; tracks and ensures all employees are aware of available civilian leader development opportunities

**Improve** - Efforts to ensure that employees have up-to-date position descriptions


**HHI** - None

**AEAS-6: Facilities and Environment: Facilities and environment are conducive to learning. (Note: includes barracks, classrooms, shop areas, learning facilities, and mission-related environmental issues.)**

**Briefer:** Chris Rader (for Ken Kimidy)  
TRADOC G-1/4 ENG

**Organization:**

### **Sustain**

- Communication between schools/center and DPW
- Classroom scheduling in MSCoE and schools (best practice)
- Cooperation and coordination  among schools

**Improve** - None


**HHI** - None

## **AEAS-7: Operational Environment: Students perform training and education tasks under appropriate Operational Environment (OE) conditions.**

**Briefer:** Darryl Ward

**Organization:** TRADOC G-2

### **Sustain**

- From IMT to PME (Officer/NCO), OE integration both as a lesson plan and as the context in which training/education takes place is evident in all schools
- Professional warfighter forums and symposiums for all schools; a by-product is staying relevant  with current/future OEs
- Use of and building on the TRADOC Common Framework of Scenarios to meet specific educational outcome needs in all schools

### **Improve**


- Incorporate the MSCoE G2/Threat Manager Office in training development for all schools
- OE professional development for training developers in all schools
- Adding OE material (news, periodicals, etc.) to facilitate OE integration and discussion in all schools

**AEAS-8: Operational Environment: Institution integrates the OE complexities into concepts, capabilities, and requirements processes.**

**Briefer:** Darryl Ward (for Eric Berry)

**Organization:** TRADOC G-2

**Sustain**

- Communication between the MSCoE G2, CDID, and Schools is a clear reason for the successful support to capabilities development
- MSCoE G2/Threat Manager  review of all JCIDS documentation

**Improve**

- Loss of MSCoE SSO will lead to SCIF closures and inability to use JWICS
- Absence of a dedicated Engineer Threat Manager will affect development of STARS and TTSPs specific to Engineer capability needs over time


**HHI** - None

**AEAS-9: Library: Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and students, both resident and non-resident.**

**Briefer:** Amy Loughran

**Organization:** TRADOC G-3/5/7 TID

## **Sustain**

- Outreach to Small Group Leaders to ensure library meets student requirements
- Acquisition of electronic resources that support course curriculum
- Staff efforts to assist students  with their lifelong learning

## **Improve**


- Increase participation by the library in Army Learning Model implementation
- Accessibility of electronic information resources through the library Web page

**HHI** - None

**AEAS-10: ALM Management: Institution manages implementation of Army learning (institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model, senior leader guidance and priorities, policies, and available resources.**

**Briefer:** Amy Loughran

**Organization:** TRADOC G-3/5/7 TID  
**Sustain**

- The consolidated monthly working group that discusses issues and challenges followed by concerted efforts to resolve problems
- Development of workflow skill sets to meet ongoing course redesigns 
- Tracking of initiatives, pilots and milestones in the ALM implementation plan

**Improve** - None

**HHI** - None


**AEAS-11: Training Resource Management: Institution has an effective system in place to manage the identification of resources for education and training development and conduct of education and training.**

**Briefer:** Tim Voes

**Organization:**

TRADOC G-3/5/7 (TOMA)

### **Sustain**

- Resource requirements integration process
- Process and system used to staff TRAS documents
- Execution and budget year support (UFR)
- ATRRS operations and scheduling 

**Improve** - None

**HHI** - None

## **AEAS-13: Safety: Institution implements risk management and TRADOC Safety and Occupational Health Program requirements.**

**Briefer:** Raceli Cosio-Old (for Susan George)

**Organization:** TRADOC Safety

### **Sustain**

- Safety review of training products (program of instruction, training support packages, lesson plans) (All)
- Risk management integrated into training operations observed. Modified arm immersion used to mitigate heat illness has shown positive results (All)
- Safety surveillance and presence in training areas and ranges (All)

### **Improve**

- Annual training developer risk management training (CBRN, MP)
- Hearing protection not worn in noise hazardous environments (All)
- Career Program 12 training (and branch specific). Won't meet 30 Sep 13 Army required deadline (All)
- Involve safety engineer/safety staff in STRAP/SWT process (All)

**AEAS-14: KM: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.**

**Briefer:** Ed Rhinier

**Organization:** TRADOC CKO

## **Sustain**

- Enterprise Technology in all MSCoE classrooms
- MP Portal Web site
- Integration of KM training in all MSCoE professional courses



## **Improve**

- Standardization of KM across the Schools
- Consider a greening strategy for new KM personnel
- \*\*Innovation Annual Training for KM across TRADOC


**HHI** - Personnel: CKO Dual-hatted; need stand-alone CKO; proper manning – CIV, CME, MIL

## **AEAS-16: Doctrine: Institution manages and develops Army doctrine.**

**Briefer:** Chris Rader (for Lawrence Washington)

**Organization:** CAC-CADD

### **Sustain**

- Compliance with TRADOC / CAC Doctrine 2015 Guidance
- Resourcing doctrine staff at 100% of TDA
- Electronic notification to the force of newly published MSCoE doctrine 
- Staffing of draft doctrine Army-wide to build consensus
- Utilization of transient career course students to support doctrine development

**Improve** - None


**HHI** - None

**AEAS-17: Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

**Sustain**

- 1<sup>st</sup> EN BDE Staff and Faculty Professional Development Programs (EN)
- Staff and Faculty Recruiting, Selection and Assignment (MP)
- Staff and Faculty Two Day rientation Program (MP)
- Staff and faculty demonstrate competencies, attributes in FM 6-22, have requisite authority to ensure curriculum is relevant, focus on ensuring students are competent and capable when leaving here to be successful in their assignments

**Improve** - None

**HHI** - None

**AEAS-18: Educational Programs: The institution demonstrated responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

**Sustain**

- PCC synchronization and integration – synergies (MSCoE)
- BTSB PCC efforts in analysis, design, development, implementation and evaluation, keeps course relevant to variety of stakeholders (MSCoE)
- Shared training, formal and informal between cohorts – PCC, C3, BOLC, WOES and NCOES (ALL)
- Focus on providing doctrinal foundation (CBRN, EN, MP)

**Improve** - None


**HHI** - None

# **AEAS-19: AC/RC Equivalency: Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

## **Sustain**

- Efforts to integrate RC personnel/RC SMEs throughout the ADDIE process (MP, EN, CBRN)
- Some use the same instructors to teach RC and AA resident lessons (MP, EN, CBRN, NCOA)
- RC Soldiers training with AA Soldiers in many courses (MP, EN, CBRN)
- Use of many of the same lesson plans  and student assessment tools. In general, RC and AA Soldiers held to same task standards (MP, EN, CBRN)
- Leveraging Black Board and SharePoint to distribute courseware to active and reserve institutions/instructors (MP, EN, CBRN)
- Efforts to update outdated priority POIs (MP, EN, CBRN)

**Improve** - Fill vacant ARNG/USAR training-related positions (MP, EN, CBRN)

**HHI** - None

## Recommendations:

- If at all possible, use the exact same course material for both AA and RC courses. This may reduce your TD workload (MP, EN, CBRN)
- Make the same CM and TDers responsible for both AA and RC version of courses. Work changes to AA and RC versions of courses simultaneously. (Some are being done now) (MP, EN, CBRN)

**AEAS-20: Leader Development: Institution's climate, culture, and curriculum foster development of leaders of character and presence; with intellect; who lead, develop, and achieve.**

**Briefer:** Chris Rader (for Mark Crowson)

**Organization:** CAC-CAL

## **Sustain**

- Climate of mission command fosters agility (ALL)
- Culture of stewardship draws talented leaders to the faculty (MP)
- Opportunities for leader interactions – formal and informal (ALL)
- Emphasis on developmental opportunities for permanent party (ALL)
- Selection processes for BOLC “SGLs” (MP, CBRN)

**Improve** - Student-to-instructor ratio in EN BOLC makes meaningful coaching and counseling almost impossible

**HHI** - None

**AEAS-21: Lessons Learned: Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

**Sustain**

- Extremely active Lessons Learned Program IAW AR 11-33, Army Lessons Learned Program (MSCoE)
- An excellent LL SOP (although in draft) that clarifies roles, responsibilities and procedures (MSCoE)
- Collection – includes FY13 MSCoE Collection Plan, R-CAATs, surveys, EoCC, EoMC, AARs, email and phone conversations (ALL)
- Analysis - Schools and Center work together on analysis data, identify trends and reports to higher HQs (ALL)
- Dissemination - present trend briefings and reports to higher HQs. Student and instructor experiences. Publishes products ICW CALL (MSCoE)
- Respond – responds to requests for information internal and external. Participates in the CALLs issue resolution process & Army OEF Forums (ALL)

**Improve** - Finalize draft LL SOP (MSCoE)

**HHI** - None

## **AEAS-22: ADDIE - Analysis: Institution conducts analysis to determine training and education requirements.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

### **Sustain**

- Quality of people involved in TD work (ALL)
- Overall efforts for course analyses/reviews and needs assessments (MP, EN, CBRN)
- Efforts to garner input from key stakeholders (MP, EN, CBRN)
- Current/up-to-date critical task selection boards (CTSSBs) (MP, EN, CBRN)
- ALM impact analysis/ideas for applications/lesson redesigns (MP, EN, CBRN)
- Prioritizing work given personnel shortfalls and competing requirements (MP, EN, CBRN)
- Quality of new, updated/completed task analysis (e.g., 12C10, MP School)

**Improve** - Critical tasks and/or topics analysis. Continue to get it done/approved in TDC (IAW your course priorities) (MP, EN, CBRN)


**HHI** - Current TD manning negatively impacts this standard; requirements exceed assigned resources (MP, EN, CBRN)

**AEAS-23: ADDIE - Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

### **Sustain**

- Efforts to train the S&F on ALM (MP, EN, CBRN, NCOA)
- Application of the ALM and adult learning techniques/designs in new lessons (MP, EN, CBRN)
- Hands-on/performance/student-focused course and lesson designs (MP, EN, CBRN) 
- Overall focus on student performance assessments (e.g., use of rubrics, performance guides, tests items, etc.) (MP, EN, CBRN)
- Efforts to design courses for professional certification (MP, EN, CBRN)
- Processes to capture needed changes (MP, EN, CBRN)
- Instructor involvement in designing lesson plans and assessment tools (MP, EN, CBRN)
- Overall quality of new/updated WO education programs (MP, EN, CBRN)

**Improve** - In next update of ITPs, describe and estimate \$\$\$ costs of all resources (to include ALM-related changes) for each individual course (MP, EN, CBRN)

## **AEAS-24: ADDIE - Development: Institution converts course design into the training products and materials required to implement the course.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

### **Sustain**

- Professional development opportunities and organizational support to TD'ers' professional development (ALL)
- Teamwork to update material (ALL)
- Overall quality of many products (Lesson Plans, CMPs, ISAPs) (MP, EN, CBRN)
- Efforts to get courses professionally accredited/certified (MP, EN, CBRN)
- Instructor involvement in developing and updating lesson plans (MP, EN, CBRN)

### **Improve**

- POIs. Need to be updated in the "system." Need to capture all the resources associated with all the training/education. Need to reflect new/current CTSSBs (MP, EN, CBRN)
- Update or finish developing incomplete lesson plans. Ensure they are entered (complete) and "approved" in TDC (MP, EN, CBRN)

**HHI** - Current TD manning negatively impacts this standard; requirements exceed assigned resources (MP, EN, CBRN)


Recommendation: Consider using automated system (TDC??) to staff lesson plans/products with external agencies (Safety/Environmental/Foreign Disclosure Office). Currently manually staffing products (MP, EN, CBRN)

**AEAS-25: Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.**

**Briefer:** Chris Rader (for John Dillman)

**Organization:** CAC-CTD

**Sustain**

- Collective Training Development process that is in place to ensure its effective, efficient and consistent with AR 350-1, TR 350-70 and TP 350-70-1 (CBRN, EN, MP)
- Procedures that are in place to  approve and sustain Unit Combined Arms Training Strategies (CATS) for delivery to the operating forces (CBRN, EN, MP)
- Coordination and process to maintain standardized METLs to support training readiness (CBRN, EN, MP)
- CATS briefing provided by CBRN to the leader development courses

**Improve** - None


**HHI** - None

## **AEAS-26: Distributed Learning Development: DL products are developed, delivered, and maintained IAW TRADOC and Army policies and regulations.**

**Briefer:** Chris Rader (for James Ford)

**Organization:** CAC-TCM-TADLP

### **Sustain**

- Well-coordinated and well-managed decentralized distributed learning (DL) effort and team concept in developing and maintaining DL programs across three proponent schools (CBRN, EN and MP), with G3 center-level oversight
- Center-level DL POC functional role as a major conduit for information exchange and data calls to proponent schools regarding DL requirements, technology integration, nominations, Army Learning Model initiatives, special projects, etc.
- MSCoE DL development synergy through ALM Working Group and the DL Integrated Process Team (IPT) 
- Lifelong Learning Center's capability to provide integrated technical support and assistance to proponent schools, specifically in the areas of courseware development/delivery, DL courseware maintenance and Apps development

### **Improve**

- Fostering of macro-level implementation and integration of DL as a part of the overall institutional training strategy versus DL training development just being a separate entity
- Cross-sharing of DL knowledge, lessons-learned and experience(s) among proponent school DL developers (Take advantages of opportunities to grow the organization through sharing experiences with the local DL community)
- Focusing more on the instructional design and creative processes of developing ALM-compliant instructional strategies and materials

**HHI** - None

**AEAS-28: Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

## **Sustain**

- Efforts to continue to improve internet connectivity for students, staff and faculty (MSCoE)
- Integration of notebooks to assist in student instruction – reference materials, student texts, etc. (ALL)

**Improve** - None


**HHI** - None

**AEAS-17: Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.**

**Briefer:** Mike Grow

**Organization:** IMTCoE QAO

**Sustain**

- Selection, certification and professional development of faculty (CBRN/EN/MP)
- Resilience efforts (MSCoE/CBRN/EN/MP)
- Professional development opportunities for BOLC and WOBC students (CBRN/EN/MP) 

**Improve**

- Taskings
- Documentation of BOLC and WOBC common core curriculum requirements (CBRN/EN/MP)
- Opportunity for drill sergeants to conduct POI training (vice opportunity training) in the EST2000 on Saturdays (MSCoE)


**HHI** - None

**AEAS-28: Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.**

**Briefer:** Mike Grow

**Organization:** IMTCoE QAO

## **Sustain**

- Use of RITMS (CBRN/EN/MP)
- Scheduling of ranges and training areas (MSCoE/CBRN/EN/MP)
- TASC support (MSCoE) 
- Registrar's support of BOLC and WOBC (MSCoE)

**Improve** - Transportation (MSCoE)

## **HHI**

- Range 4 (NIC/NOC range)
- Water buffalos

**AEAS-15: (NCOAs Only): NCOA is managing proponent for NCOES courses, providing Army NCOs a positive learning environment, and continuously scanning the force for educational improvement.**

**Briefer:** Chris Rader (for SFC Barker)

**Organization:** TRADOC INCOPD

## **Sustain**

- Instructors/students are informed of SSD requirements and directives
- Procedures to push current/emerging NCOES policies to cadre and students
- Commandant/instructors praised by students for professionalism/knowledge
- Instructors are knowledgeable on the emerging NCOES Instructor Development and Recognition Program (TRADOC REG 600-21)
- Instructors continue to scan the force for educational improvement, taking knowledge and expertise from students to share in courses


**Improve** - Knowledge of the multi-source assessment and feedback evaluation (360)

**AEAS-17: Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.**

**Briefer:** Chris Rader (for SGM Robinson)

**Organization:** USASMA QAO

## **Sustain**

- NCOA selection process for cadre and staff members
- NCOA support of cadre and staff member professional development
- Currency and relevancy initiatives 

**Improve** - Consistency of instructor and student record compilation


**HHI** - None

**AEAS-18: Educational Programs: The institution demonstrated responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.**

**Briefer:** Chris Rader (for SGM Robinson)

**Organization:** USASMA QAO

**Sustain**

- NCOA mission and vision statement understanding and accessibility
- NCOA collaborative approach to effecting change 
- Leadership presence

**Improve** - None

**HHI** - None

**AEAS-28: Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.**

**Briefer:** Chris Rader (for SGM Robinson)

**Organization:** USASMA QAO

## **Sustain**

- Training supplies and materials ordering, forecast, and storage practices
- IT capabilities
- ATRRS coding



**Improve** - None

**HHI** - None

## Adieu Again---



**Past - Present - Future:**

**Quality Assurance: --- IS NOT just an office or a program;  
--- IS everyone's business, from the**

**Commander down.**

***"Bringing our people home alive and intact is Quality of Life Job #1"*  
- GEN Pace**



# Closing Remarks

**Questions?**